

ENCOURAGING STUDENTS TO SPEAK THROUGH INSIDE-OUTSIDE CIRCLE TECHNIQUE

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Abstract: The purpose of this research was to find out how the Inside-Outside Circle technique encourage the students to speak English. The participants of this research were 32 students who joined Science Program 1 (A1) of the eleventh grade. This classroom action research was conducted in 3 cycles. In cycle 1, the data revealed that the students had poor encouragement in speaking, felt anxious, lack of vocabulary mastery and have low ability in pronunciation. In cycle 2, the teacher implemented additional techniques; brainstorming and drill. The data revealed good improvement, however the students still have low ability in pronunciation and vocabulary mastery. In cycle 3, the teacher implemented additional techniques; brainstorming, drilling, and reading aloud. The data showed that the students were active than two previous cycles, the students have better improvement in pronunciation and vocabulary mastery. In brief, this present findings proved that Inside-outside circle technique can be the alternative way to encourage the students to speak and also helped solve their problem in speaking.

Keywords: Inside-outside circle technique, encourage students to speak

Abstrak: Penelitian ini bertujuan untuk menyelidiki bagaimana teknik *Inside-Outside Circle* mendorong siswa berbicara bahasa Inggris. Partisipan dari penelitian ini terdiri dari 32 orang siswa yang tergabung di kelas XI program Ilmu Alam 1 (A1). Penelitian tindakan kelas ini dilakukan sebanyak 3 cycle. Di cycle 1, data menunjukkan bahwa siswa memiliki dorongan yang rendah dalam berbicara, merasa takut, kekurangan kosakata dan memiliki kemampuan yang rendah dalam pengucapan. Di cycle 2, guru menerapkan teknik tambahan; *brainstorming* dan *drill*. Data menunjukkan peningkatan yang baik, akan tetapi siswa tetap memiliki kemampuan yang rendah dalam pengucapan dan penguasaan kosakata. Di cycle 3, guru menerapkan teknik tambahan; *brainstorming*, *drilling*, dan *reading aloud*. Data menunjukkan siswa lebih aktif daripada dua cycle sebelumnya, siswa juga memiliki peningkatan yang lebih baik pada kemampuan pengucapan dan penguasaan kosakata. Secara singkat, hasil penelitian ini menunjukkan bahwa teknik *inside-outside circle* bisa menjadi salah satu cara untuk mendorong siswa berbicara dan juga membantu siswa memecahkan masalah dalam berbicara.

Kata kunci: teknik *Inside-outside circle*, mendorong siswa berbicara

There are four major English skills that should be mastered by the students; reading, writing, listening and speaking. However, among those four skills, speaking becomes one of the challenging skills to be improved by non-native English students. Speaking skill is important as it deals with communication and the ability to deliver message. Speaking is an oral productive skill consist of producing systematic verbal utterance to convey meaning (Villalobos, 2015). In addition, speaking is one of language skill which is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991). In speaking skills, there are three major components, those components are: (1) Accuracy, (2) Fluency, (3) Complexity.

In accordance with the implementation of School Based Curriculum (KTSP), the goal of teaching speaking is to communicate effeciently. In this curriculum, the teachers act as the instructors who help the students to develop their knowledge by providing authentic practice. Therefore, the teaching strategy should be focused on the students' participation, and teaching learning process should be able to attract the students' attention and involve them into meaningful learning experiences. There are several principles toward teaching speaking, include: (1) Provide something for learners to talk about. (2) Create opportunities for students to interact by using group work or pair work. (3) Manipulate physical arrangements to promote speaking practice (Villalobos, 2015).

However, the students' problem in learning speaking are not easy to solve. There were some problems faced by the students in mastering speaking skill. However, the main students' problem is inhibition. The students were often inhibited to say something or give opinion in the classroom and also lack of participation in the classroom. Those problems existed because they were not confident toward their speaking ability, they were worried about making mistake, they have lasked of vocabulary mastery, they have low ability in pronunciation and also bad in word order. On the other hand, the English teacher focused on the materials and dominated the classroom activities, and also using conventional teaching technique (teacher-center). While teaching and learning process happen, the teacher used to correct the students it directly after saying something wrong. The teacher also did not give much opportunity for the students to improve their speaking ability.

In accordance with the problem pointed out, it is necessary to solve the problems by implementing appropriate teaching technique. Cooperative learning was considered to be the appropriate teaching approach to solve the problem in the classroom. Cooperative learning is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using a structured approach which involves a series of steps, requiring students create, analyze and apply concept (Gupta and Ahuja, 2014). It can be stated that the classroom which applied cooperative learning method compelled the students to learn about negotiating, initiating, planning and evaluating together within small group with different level of ability. There are many techniques belong to the cooperative method. One of them is Inside-Outside circle technique which was introduced by

Kagan in 1994 (Wahyuni, Mukhaiyar, and Yusni, 2013). This technique became the alternative way to make the students speak, share, ask and give their opinion about something. The inside-outside circle technique make the students interact with their partner, speak in English on their level, and communicate easily without feeling afraid of making mistake. This technique facilitated the students to do verbal interaction among them, which gave them opportunity to practice more with their rolling pairs (Wahyuni, Mukhaiyar, and Yusni, 2013).

In addition, inside-outside circle technique is the teaching technique that involves all students in the classroom. Inside-outside circle technique is particularly useful for differentiation, kinesthetic learners, conversation practice, and communication building in the classroom (Crandall and Miller, 2011). The procedures of inside-outside circle technique can represent as follows: (1) the teacher divides the classroom into two groups and asks the students to form two big circles containing the same number of students (one inside the other). (2) The students in the inside circle face the students who standing in the outside circle. (3) The students from inside circle answer the questions given by the teacher by sharing with their partner in the outside circle. The students, who formed outside circle give their ideas related to the question, add more information and asking back to the inside circle partners. (4) Then, after several minutes, the teacher instructs the students in the inside circle move to the right to face a new partner in the outside circle and discuss again with the same topic. (5) This activity happens several times, and the students have to write the important point relates to the teaching material and their students' opinion.

Referring to the implementation of inside-outside circle technique to improve students' speaking participation while teaching and learning process in the classroom, some studies have been conducted to find the relation and the effectiveness of using inside-outside circle technique in the classroom. For instance, Rahmawati (2013) has conducted a study in SMAN 1 Toroh in Academic year 2012/2013. The findings showed that the students were more confident to speak up in front of the class and share their ideas after having conversation with the partners in inside-outside circle. Thus, the implementation of inside-outside circle in improving the students' speaking skill was successfull. In addition, Witteck et al. (2004) conducted a slightly different study; it is about the implementation of ball bearing method (inside-outside circle) on secondary chemistry classes in Germany. The findings revealed that the students improved their skills in learning, communication and co-operation.

According to the background explained above, the researcher conducted relevance study from those previous studies. This research was aimed to encourage the science program 1 (A1) students of the eleventh grade to speak and participate in the English classroom during the teaching and learning activities. It was expected that the result of this research will be useful and valuable as one of teacher's consideration to trigger the students to speak English during teaching and learning process especially in discussion session.

METHOD

Referring to the aim of the research, in which this research is to find out how the implementation of inside-outside circle technique can encourage the students to speak in the classroom, the researcher considered that the appropriate research methodology is classroom action research. Action research designs are systematic inquiries done by the teachers to gather information and subsequently improve their particular school operate how they teach and how well their students' learn (Creswell, 2012). In addition, classroom action research is a systematic process of solving educational problems and making improvement in teaching and learning process (Tomal, 2010). An action researcher utilizes an appropriate intervention to collect and analyze data and to implement actions to address educational issues. The solution which is as the treatment to solve the issues should be in accordance with the real problem, specific treatment for specific problem. Classroom action research covers four broad phases, planning; acting; observing; and reflecting, in a cycle of research which are continuing until the strategy has completely solved the problems or has achieved satisfactory outcomes (Burn, 2010).

In conducting this classroom action research, the researcher applied three cycles to see the improvement of the students' speaking participation; ask opinion, give opinion, share ideas and respond to others' point of view. The participants of this research were 32 students who joined the Science program 1 (A1) of eleventh grade of SMAN 1 Rasau Jaya in Academic year 2016/2017. The procedures of classroom action research conducted by the researcher were described in the following steps: (1) Planning; in this phase, the researcher and the teacher tried to solve the problem by setting the lesson plan with the appropriate teaching material, teaching technique, and teaching media. (2) Action; the teacher delivered teaching material through inside-outside circle technique. (3) Observation; both teacher and researcher observed the classroom condition and the students' encouragement in the classroom especially during discussion session to gather the data. (4) Reflection; the researcher and the teacher reflected the whole process of the research, include: teaching material, teaching media, teacher' performance, and students' encouragement.

In accordance with the research methodology, it is require to have the appropriate technique and tools of data collection. The researcher applied triangulation technique which is attempted to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint as relevance to this research which was used both qualitative and quantitative data. This research used field note, interview, observation checklist-note, and students' speaking participation assessment as the tools of data collection. In brief, this triangulation technique and several tools of data collection were compatible toward the purpose of this research.

FINDINGS AND DISCUSSION

Findings

1. Analysis the Field note

a. Cycle 1

The researcher had planned to conduct first cycle on July 21st, 2016. The learning objective in this cycle was to encourage the students to be able to use the expression of asking and giving opinion. The researcher and the teacher set a lesson plan and prepared the teaching aids, observation checklist-note, and students' scoring rubric. In the acting phase, the teacher asked the condition of the classroom and gave some motivation to the students related to the importance of learning English. The teacher presented several pictures and asked the students to make two big circle (one inside the other). The students in inside were guided by several questions from the teacher, they asked the students in the outside circle to give opinion and the inside ones have to give respond. The students are allowed to make their own questions related to the topic. After 3-4 minutes, the teacher asked the inside circle students to move to the right and discussed again with the new partner in the outside circle. The students faced 4 other students to ask their opinion about the topic. After discussion session was session, the teacher clarified about the material. The teacher motivated the students to be more active to talk.

In this cycle 1, the students were shy to share their ideas and they had struggled to make their own question. Only small number of the students participated actively in the discussion session even used simple sentences. When the teacher asked the students to deliver the presentation about their interview, all students kept silent and no one wanted to raise their hand. Then, the teacher pointed one student to perform and the other students should give respond. In this condition, the researcher concluded that the teacher had to trigger the students to be confident. The researcher noted that not all the students were able to share their ideas. The students who shy to share their ideas intended to keep silent or answer the questions with simple sentence. It was because of their vocabulary mastery and their ability in pronunciation, besides that, they also had problem in self-confidence.

Based on the observing phase, it showed that from 32 students, there were 75% students were still qualified as poor to average in speaking activeness, and 12,5% students were qualified to have poor ability toward their activeness in the classroom, 9,375% who belonged to the average qualification, 3,125% were qualified as average to good in speaking activeness in the classroom and 0% students were qualified as good to excellent. Based on the observing phase in the first cycle, the researcher and the teacher found that; (1) the students had not mastered the expression of asking and giving opinion and they had only little practice of their speaking. (2) They were poor in pronunciation. (3) They were not confident in using English, it because of their limited vocabulary and bad pronunciation. Therefore, in the next meeting, the researcher would do some revision toward the teaching technique; (1) in early of class activity, the teacher should motivate the students to be

serious and keep spirit in learning English especially speaking skill. (2) Before doing the action, the teacher brainstormed the students related to the topic would be learnt.

b. Cycle 2

The researcher did the cycle 2 on July 26th, 2016. In this cycle, the lesson plan was done by the researcher and the teacher using inside-outside circle technique for discussion session and simple mind mapping technique in the brainstorming session. In the acting phase, the teacher gave a word “global warming” to the students. The students had to make a simple mind mapping about “global warming”; what is it, what the effect of global warming, why it is important to stop global warming and how we can do to help stop global warming. After done in making a simple mind mapping, the students shared their ideas to the other and the teacher by open discussion. After having open discussion the drilled some words related to the topic and to help them in improving their ability in pronunciation. After that, the teacher gave the instructions to make two big circles with the same number in each circle. The students received four cases related to the global warming, they had to decide where they were belong; pros or cons side with the reason why. The procedure of inside-outside circle technique was done as in the previous cycle. After the discussion session finished, the students still sat in two big circle and several students presented the result of discussion in an open group.

The reflection of second cycle was done by the researcher and the teacher, it can be concluded that in the second cycle, from 32 students, there were 15,625% students were still qualified as poor to average, 65,625% were qualified as average, 18,75% were qualified as average to good and 0% for both poor and good to excellent qualification. In this cycle 2, the students had good improvement in pronunciation and more active in discussion session. The repetition of implementation inside-outside circle technique improved students’ motivation in speaking English. However, some students still got low score, meaning that there were several students who still passive in the discussion session. Besides the implementation of inside-outside circle technique, the teacher implemented additional technique in teaching and learning process; mind mapping and drilling. Further, the students were getting bit improvement in initiating the conversation, however, in the other side, they still have problem in pronunciation and vocabulary mastery. Thus, the researcher and the teacher agreed to design next cycle which was focused on the students’ pronunciation and vocabulary mastery.

c. Cycle 3

The researcher did the cycle 3 on July 28th, 2016. The objective of this teaching learning was to encourage the students to speak and they were able to use the expression of asking and giving opinion and think critically toward the topic that was “All Students should Get Drug-Free Education”. Before doing teaching and learning process, the researcher and the teacher set a lesson plan, prepared for the teaching aids, supporting tools; laptop, LCD projector, paper, and material to be taught.

In this third cycle, the teacher read a dialogue related to the topic and the students have to listen and answer the questions given by the teacher. After reading the dialogue, the teacher gave several minutes to the students to answer the questions. Then, the students shared their answers in an open discussion, the students have to give respond to their friends' answer, then, after having the open discussion, the teacher asked the students which words were difficult and wrote it on the whiteboard, the teacher explained the words' meaning and drilled the words to help students to minimize their problem in pronunciation. After all the additional activities, the teacher implemented inside-outside circle technique in discussion session. The teacher showed several pictures related to drug and several questions as guidance to do interview with partners, they are allowed to develop their own questions but still relating to the topic. The procedure of inside-outside circle technique in this cycle was similar with the previous cycles. After finishing the discussion session, the teacher asked the students about the topic and their difficulties in speaking with their partners.

In this cycle, the students had great improvement in speaking and participating in the classroom especially in discussion session. This cycle 3 was done by having the same teaching technique as the previous cycles. The repetition of using drilling technique was succeeded to improve the students' ability in pronunciation and the use of brainstorming revealed the students' excitement and enthusiasm toward the learning activities. Based on the students' speaking participation in the discussion session and during the teaching and learning process, it is concluded that in this third cycle, from 32 students, there were 0% students qualified as poor, 3,125% still qualified as poor to average, 28,125% qualified as average, 62,5% qualified as average to good, and there were 6,25% good to excellent. By looking at the reflection on this cycle, both the teacher and the researcher agreed that the next cycle was not necessary to be conducted.

2. Analysis the Interview

a. Teacher's View about the Implementation of Inside-outside Circle Technique

There are several questions being asked to the teacher toward the implementation of Inside-outside Circle technique in teaching and learning process, included: class condition, students' participation tendency during teaching and learning process, the number of active students, the number of passive students during the implementation of inside-outside circle, the obstacles in the implementation of this technique, and the teacher's solution to solve the problem during the implementation of inside-outside circle technique in the classroom. While the implementation inside-outside circle technique, the students were enthusiastic to have partners to talk with. The teacher agreed that this technique can make students to be more active and the classroom became noisy. The students' participation in the classroom was improved in each cycle.

In addition, the teacher also explained about the obstacles of this technique, she told that there were difficult to control the students in using their mother tongue, if

they got blank, they switched to Indonesian language automatically. She suggested using dictionary to minimize the use of Indonesian language in the classroom. She also said that the use of brainstorming like simple mind mapping before the implementation of inside-outside circle technique can help the students to improve their vocabulary. The teacher explained that the obstacle happened during teaching and learning process not only came from the students' ability in speaking but also from size of the classroom. This inside-outside circle technique require a large classroom to make the students easy to move.

b. Students' View about the Implementation of Inside-outside Circle Technique

The students of Science program 1 (A1) were asked by a question "Does the implementation of Inside-outside circle technique help you to be more active in discussion session in the classroom?" to know the students' perspective toward the implementation of this technique. The result of the interview was superb. Almost all the students agreed that they had improved their participation in the classroom. They also explained that the use of inside-outside circle technique help them to improve their speaking ability, especially in vocabulary mastery and pronunciation and it also improved students' self-confidence in speaking English.

3. Analysis Observation checklist-note

There were seven aspects in the observation checklist-note. The aspects of observation checklist-notes should fulfill as the indicator that inside-outside circle technique can encourage students to speak in the classroom during the activities include; interactive communication aspect (students are active to share, to ask, to respond to the rolling partner), understanding the topic, willingness to speak up. The result of observation checklist will be represented in the following table,

Table 1
Observation Checklist

No.	Aspects	Cycle 1		Cycle 2		Cycle 3	
		Yes	No	Yes	No	Yes	No
1.	Students interested to talk to their friends		√	√		√	
2.	Students shared, asked, and responded to the partners' opinion in the circle related to the topic given by the teacher	√		√		√	
3.	Students understand to the topic given	√		√		√	
4.	Students described their opinion toward the topic in circle with their rolling partners		√	√	√	√	
5.	The students speak without exception and anxiety		√			√	
6.	Several students dominate the class activities	√		√		√	
7.	Teacher gives a lot of chance to the students to speak up	√		√		√	

Based on the table above, the implementation of inside-outside circle technique in teaching speaking was succeeded to trigger the students to participate in the classroom by sharing their ideas and responding to the rolling partners. In cycle 1, the number of students who wanted to initiate the conversation still poor, they felt ashamed and afraid of making mistake especially in pronunciation. Besides that, most of them were confused how to speak the language and describe their opinions in verbal communication, only small number of students who could described their opinion better than others. Further, the teacher helped the students to get involve in teaching and learning process by giving a lot of time to discuss with their partner, but the teacher lacked of control to the students who speak in Indonesian language.

Dealing with the previous cycle, in the cycle 2 the researcher and the teacher implemented some additional technique to help solve the students' problem in cycle 1. According to the observation checklist there were some improvements in several aspects. The one still poor was in aspect "speak without exception and anxiety". Some of the students were afraid to speak up to share their ideas. They were ashamed of their pronunciation and vocabulary mastery. However, there were more than 10 students who dominated the classroom activities. The teacher controlled the students by walking around the classroom, listened to the students' conversation. Further, the teaching and learning process was running well, but the teacher and the researcher agreed to have cycle 3, it was because the students still had problem in pronunciation.

Cycle 3 was aimed to maximize the students' ability in pronunciation and to help the students to improve their vocabulary mastery. By looking at the observation checklist, it showed better improvement in all aspects, only few students still had problem in pronunciation and anxiousness to participate and speak up in the classroom. Almost all of the students shared their ideas, asked questions, responded to their rolling partners, and made a simple conclusion based on their discussion. It made the researcher and the teacher agreed not to do the next cycle.

Discussion

From the data analyzed, it can be seen that the implementation of inside-outside circle technique can encourage students to speak; share ideas, respond to their rolling partners, ask and give opinion in English in the classroom. This technique helped solve students' problem in speaking in each cycle by following the procedure. The findings of this study were in line with the existing research findings which revealed that was a significant difference in students' behavior before and during the technique is applied. It was indicated by the students' willingness to speak that revealed their pretension in learning English especially speaking and they also felt confident to speak English with their friend and in front of the class. Another research findings to support these results revealed that the students who taught by using outside circle technique had high motivation in what they have to do. The findings also showed that the technique helped the students to improve their skill in communication and co-operation.

According to field note analysis in the cycle 1, the researcher found that the students still felt shy to speak and reluctant to share their ideas to the rolling partners. It was because they were afraid of making mistake in pronunciation. Only small numbers of students who wanted to speak and had good pronunciation but they used simple sentences and limited vocabulary to describe their opinion. Some of the students preferred to use Indonesian language in saying difficult words. Furthermore, in cycle 2, almost half of the students participated in the classroom during teaching and learning process through inside-outside circle technique. They shared their ideas to the rolling partners and gave respond to others opinion. The students had improved their ability in pronunciation and vocabulary mastery in cycle 2. However, still, there were some students who had low ability to pronounce English words. Therefore, in the cycle 3, the teacher drilled some words before teaching the materials. The result of drilling technique was good to improve their ability in pronunciation. And the result, they became familiar with the English sounds and how to pronounce several words related to the material.

Besides being indicated by the field notes, the students' participation improvement was also shown by the observation checklist-notes. The students became more motivated and involved in teaching and learning process actively. Being motivated here meant they were not only sharing their ideas, asking questions, paying attention to the teacher's explanation, but they were able to respond to others' opinions and write a conclusion based on their rolling partners' point of view. It was in line with the theory proposed by Kagan Spencer that inside-outside circle technique gives the much more opportunity to the students to share with the other at the same time so that the students can improve their ability in speaking and sharing ideas. It provides the space to get know about others opinion.

The percentage of students' frequency to speak revealed that there was better improvement from cycle 1 until cycle 3. In line with the improvement of students' participation in the classroom, it cannot be separated from the teaching and learning process through inside-outside circle technique. The implementation of this technique required the teacher to follow the instructional procedure correctly. Since the cycle 1, the teacher tried to carry out the teaching and learning process based on the lesson plan made in the planning stage. In the cycle 1, at the beginning of the teaching and learning process, the teacher explained that they will implemented the inside-outside circle technique to make students familiar with the term and the procedures of the technique. After giving the explanation, the teacher continued the teaching process by checking the students' attendance list. The next activity was divided the students into two big groups with the equal size. They were instructed to make two big circles, one inside the other.

Futhermore, in this cycle 1, the teacher taught the expression of asking and giving opinion. She showed several questions as guidance to the students to trigger them to make another questions related to the topic. They were instructed to discuss, share their ideas and respond to the others opinion. When the students started to discuss, the classroom became very noisy. The teacher had difficult to handle the

class and lacked of controll toward the students who speak Indonesian language. However, here is the essential of inside-outside circle technique, this condition brought the students to be more active and enthusiastic. During the implementation of inside-outside circle technique, the teacher tried to not dominate the classroom activities, she acted as the facilitator, guided the students who had difficulties in speaking especially lack of vocabulary. After discussion session finished, the teacher asked the students' difficulties during the teaching and learning process. Some students explained that they still ashamed of their pronunciation, and not really know about the material.

While teaching and learning activities happen, the researcher observed the classroom condition. The researcher found that the students gave positive respond to the implementation of inside-outside circle technique. All students could participate in the classroom during the implementation of this technique. However, only small numbers of students who had better engagement in discussion session. Almost of the students used simple sentences with limited vocabulary. They tended to switch into Indonesian language when they got stuck in describing their opinions. Some of them were shy and afraid to share their ideas. It can be concluded that the result of cycle 1 was very unsatisfactory. Most of the students had low percentage because most of them still having low participation in the classroom. There are 75% of the students who categorized as poor to average qualification.

In the last stage of cycle 1, the teacher and the researcher reflected the result of planning and acting stage. They reflected the whole process in the cycle 1, such as lesson plan, teaching material, teaching media, teacher's performance, and students' willingness to speak. By reflecting the whole process during the implementation of Inside-outside circle technique, they were able to identify the strengths and the weaknesses in teaching and learning process. The positive impact from the implementation of inside-outside circle technique in cycle 1 was made the students enthusiast to speak and they felt free to deliver their opinions. On the other hand, the teacher lacked of controll the classroom because of the noise. In line with the problem happen in the classroom, the teacher and researcher agreed to have next cycle with the implementation of inside-outside circle technique and additional technique to help the students in pronunciation and vocabulary mastery. The teacher and the researcher agreed to focus on the students' pronunciation besides the students' participation in the classroom. In the next cycle, the teacher would apply drill technique before the implementation of Inside-outside circle technique. She would pronounce the words loudly and asked the students to repeat after her.

In cycle 2, the teacher wrote "global warming" on the white board then the students had to make a simple mind mapping related to the global warming; what is it, what is the effect of, why is it important to stop, and how can we do to help stop. After finished the mind mapping, the students were asked to share their ideas to the other in an open discussion. The teacher responded to the students' point of view related to the global warming. Before the implementation of the technique, the teacher drilled some words to the students. She pronounced the word and the students

repeated after her, it was around three times to ensure that the students had correct pronunciation. After finishing the additional activities, the teacher divided the class into two big groups and formed two big circles, one inside the other as in the previous cycle.

In this cycle 2, the teacher taught about the expression of asking and giving opinion with global warming as the topic. The students received several cases related to the global warming, they had to decide where they belong; pros side or cons side and it deals with the reason why they chose to be pros or cons. They discussed it with their partners (in inside and outside circle), interviewed each other, and made notes about their partner explanation. After several minutes, the teacher asked the inside students to move to the right and faced new partners. This procedure finished after the students had faced four partners.

During the implementation of Inside-Outside circle technique in the classroom, the researcher observed the classroom condition. The researcher found that several students had improved their participation during the discussion session. The students also had improved in vocabulary mastery and their ability in pronunciation. In the last phase of cycle 2, the teacher and the researcher reflected the teaching and learning process. In the reflection phase, the teacher and the researcher reflected the lesson plan, teaching material, teaching media, teacher's performance and the students' participation in the classroom. Based on the observation checklist-notes, the researcher concluded that the students more active than the previous cycle.

In this cycle 2, the used of inside-outside circle could help the students to get bit improvement in initiating the conversation and erased their shyness to express their opinions and give respond to the others' view. The students' improvement can be seen from the biggest percentage of students' participation that was categorized as average qualification in score 65,625%. However, there were some students who still passive in the classroom and they still had low ability in pronunciation and lacked of vocabulary mastery. Therefore, the researcher kept going to the next cycle to help solve students' problem not only in speaking participation but also in pronunciation and improve their vocabulary mastery.

In cycle 3, the teacher taught about asking and giving opinion with the topic "all students should get free-drug education". Both the researcher and the teacher set a lesson plan, prepared a dialogue and made several questions. In the brainstorming session, the teacher showed the questions and asked the students to answer the questions by the information in the dialogue read by the teacher. After finishing the questions, both the teacher and the students have a short discussion about the topic in the dialogue and the questions given. The teacher also drilled some words related to the topic. after doing brainstorming and drilling, the teacher asked the students to form two big circles (one inside the other). The students in circles discussed about drug education.

In the cycle 3, almost all of the students were active to participate in discussion session. They followed all the activities delivered by the teacher more effective than two previous cycles. In this cycle 3, the students could erase their

shyness to speak and decrease their anxiety to share ideas. They shared their ideas with their rolling pairs and responded to others' point of view. By looking at the reflection on this cycle, it could be concluded that the implementation of inside-outside circle technique can encourage the students to speak and participate in the English classroom. The percentage of students participation also improves to 62,5% and the most students qualified as average to good. Furthermore, the teacher also controlled the classroom better than in the previous meetings. Thus, the next cycle was not necessary to be conducted.

Besides, the teacher got problem to handle the classroom. She found that there were some students who struggled to speak English and switched to Indonesian language automatically when they had difficulties to describe their ideas in English. And this condition made the teacher a little bit difficult to control the classroom, because the students speak at the same time, however, this is the essential of inside-outside circle technique as stated by Crandall and Miller. This inside-outside circle technique succesful to encourage the students to speak and participate in the classroom espeacially during discussion session. This is because they speak with peer with no anxiety and they feel free to discuss about the topic because the rolling partner would not falsefy them when they speak inaccurately. To sum up, the implementation of inside-outside circle technique can encourage students to speak and also help the students in mastering the vocabulary, pronouncing and developing self-confident by pairing the students with peers and motivate the students to use English bravely in the classroom.

CONCLUSION AND SUGGESTIONS

Conclusion

In accordance with the research findings and discussion, the researcher concluded that the implementation of inside-outside circle technique can encourage students to participate by giving their ideas and responding to the others' opinions in circles. In addition, the condition of the classroom was noisy and difficult to handle, however, this is the essential of inside-outside circle technique where the students speak at the same time. The data gathered from interview (both teacher and students), observation checklist and field notes revealed the positive impact on the implementation of inside-outside circle technique in speaking classroom. In addition, by implementing inside-outside circle technique, the students could be more active in teaching and learning process especially during discussion session. In conclusion, after giving three cycles to the students through inside-outside circle technique, the researcher found the alternative way to solve the students' problem in speaking English in the classroom.

Suggestions

Referring to the conclusion, the inside-outside circle technique was successful to encourage students to speak in the teaching and learning process, especially teaching speaking. After finishing the research and observation toward the implementation of inside-outside circle, the researcher would give several suggestions dealing with the result accomplished, such as: (1) The teacher should create stress-free learning environment to prevent the students' boredom by providing some interactive games or ice-breaking game before the teaching and learning process to attract the students' attention. (2) The teacher should motivate the students to be honest in learning by not using Indonesian language in speaking class, and also ensure that the students speak English bravely when asking and giving opinion. (3) The teacher should not falsify the students too early. (4) The teacher should be open-minded and realize that the students have different level of English. (5) The students are able to decrease their anxiousness and improve in their self-confident by following the procedural instruction given by the teacher. (6) The students have to be honest to themselves that they are not using Indonesian language in English classroom while teaching and learning process happen. (7) For the researchers who are going to conduct similar study, it is suggested to give additional activities and use various topics that related to the students' daily life to create meaningful learning experiences, such providing some materials related to the newest issues in that time.

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